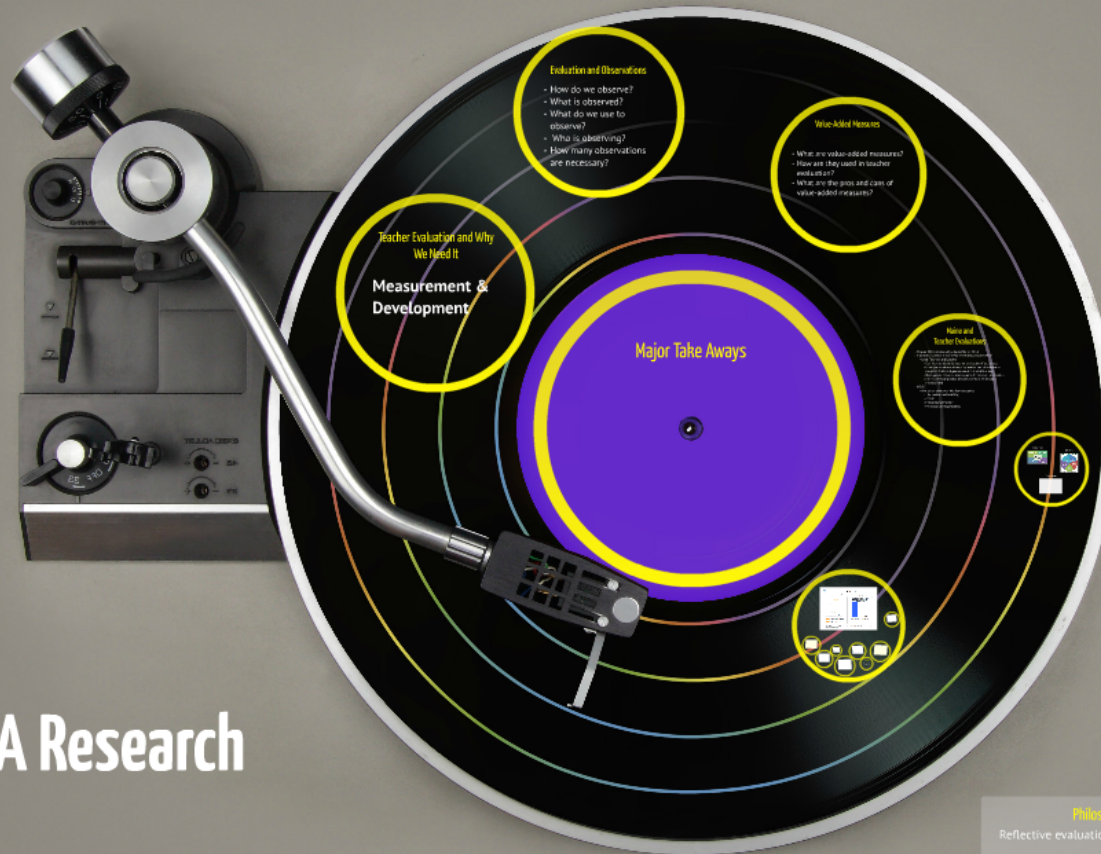


Evaluation Activity

Instructions:

- Split into **three groups**. Each group will be given a **popular evaluation template or rubric**.
- Watching a **video** of a teacher in a classroom, play principal and use the rubric to **observe and assess** the teacher.
- Once you are all completed **discuss** your evaluation tool and the **experience**
 - What were your evaluation tools **strengths** and **weaknesses**?
 - Was it **effective**?
 - How would you **change** it?
- **Report** out about your evaluation to the whole class
- Final Thoughts?



Teacher Evaluations: A Research Based Approach

Philosophies and Teacher Evaluation

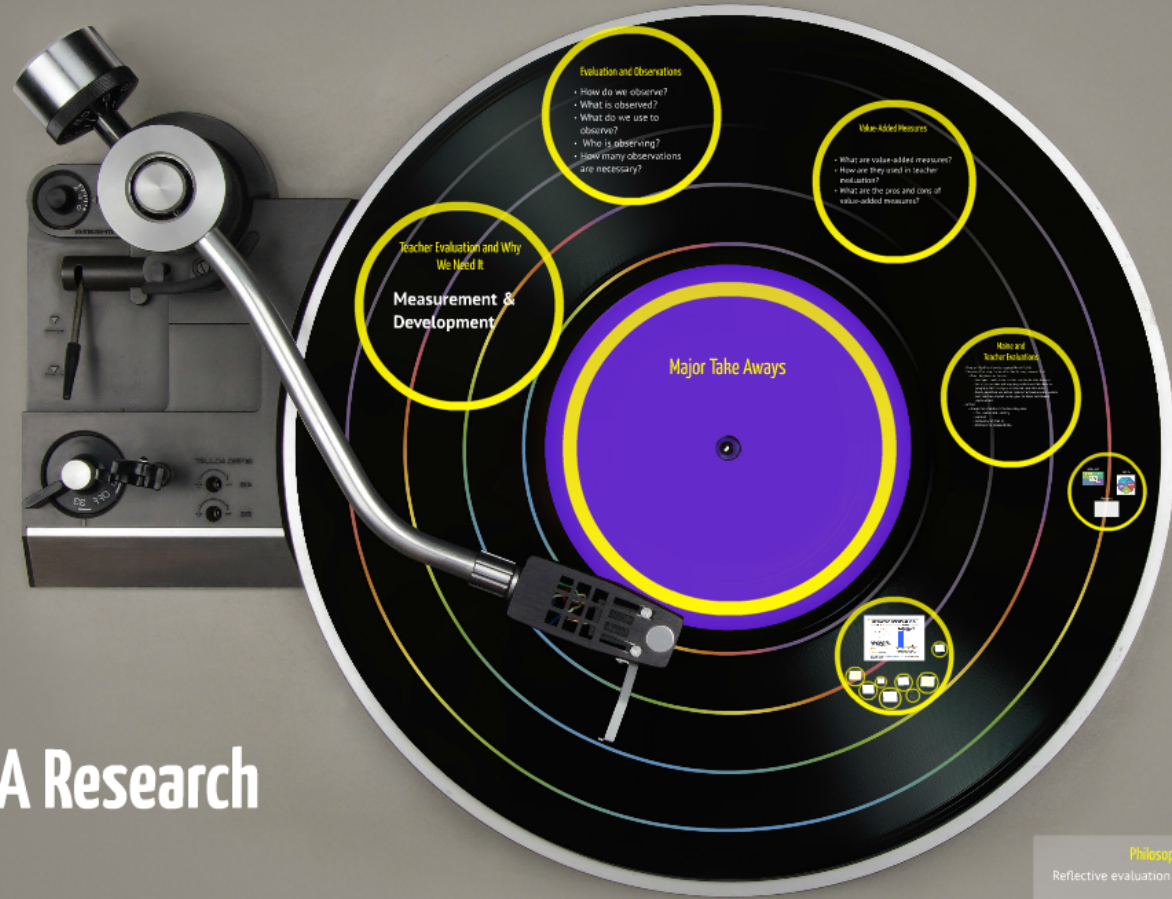
Reflective evaluation is important for every professional career.

Different philosophies of education can clash. An evaluation system that recognizes the value of all philosophies is important.

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Teacher Evaluations: A Research Based Approach

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Teacher Evaluation and Why
We Need It

Measurement & Development

Evaluation and Observations

- How do we observe?
- What is observed?
- What do we use to observe?
- Who is observing?
- How many observations are necessary?

Value-Added Measures

- What are value-added measures?
- How are they used in teacher evaluation?
- What are the pros and cons of value-added measures?

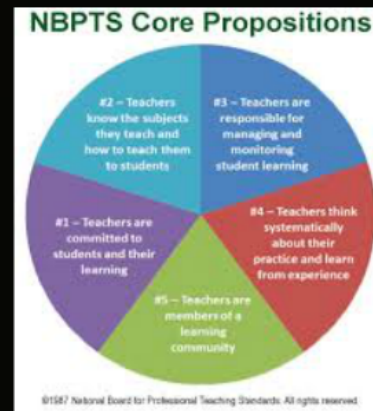
Maine and Teacher Evaluations

- Chapter 180 (Provisionally adopted March 2013)
- Education Evolving: Maine's Plan for Putting Learners First
 - Great Teachers and Leaders
 - Common standards for teacher and leader effectiveness
 - Initial preparation and ongoing professional development programs that are rigorous, relevant, and data-driven
 - Next-generation evaluation systems for teachers and leaders
 - Communities of practice designed to foster continuous improvement
- InTASC
 - Groups ten standards into four categories
 - The Learner and Learning
 - Content
 - Instructional Practice
 - Professional Responsibility.

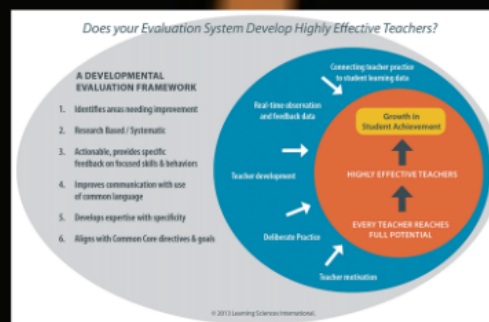
Danielson



NBPTS



Marzano



**(1) Planning and
Preparation**

**(2) The Classroom
Environment**

**Framework for
Teaching:
The Four Domains**

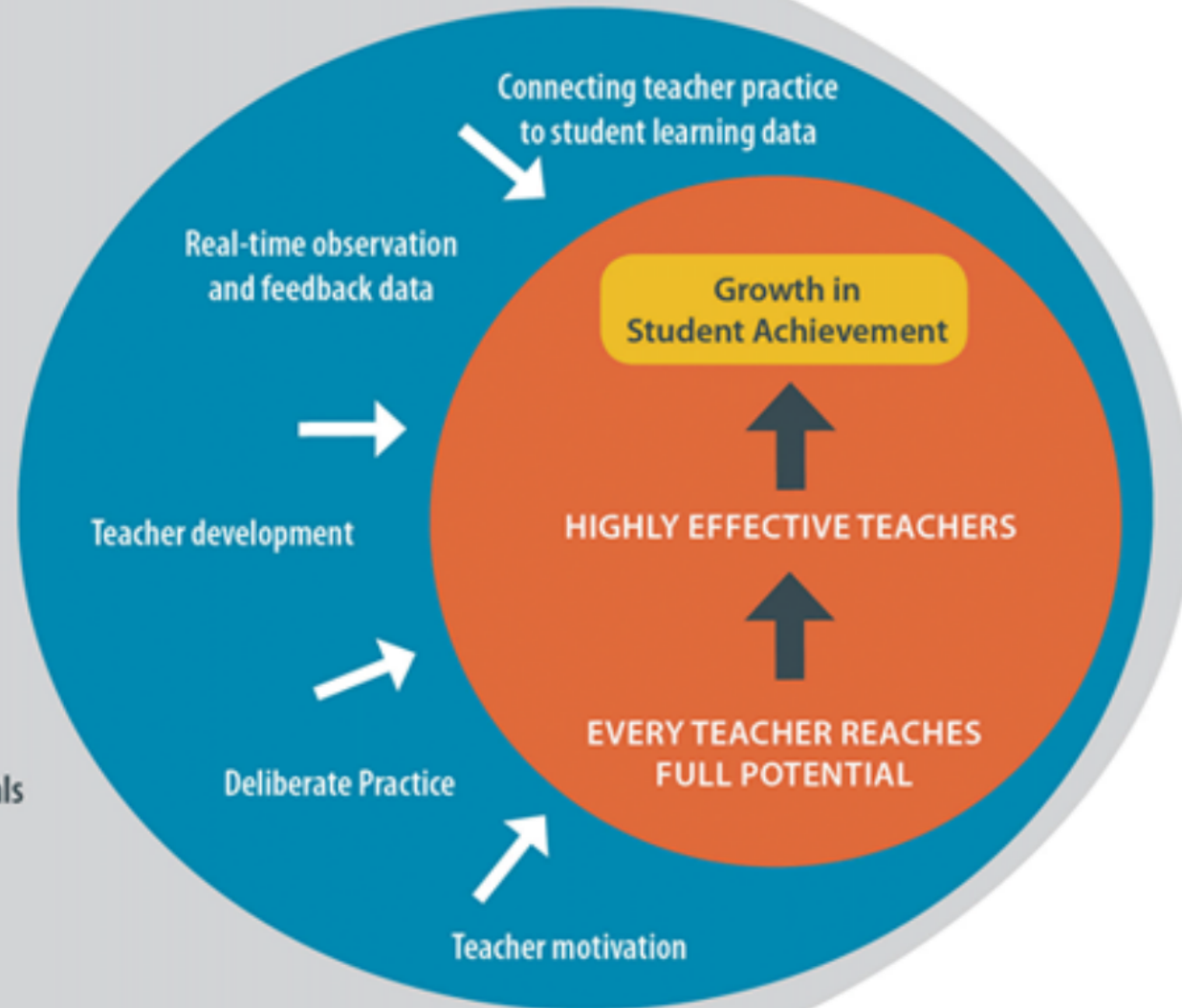
(4) Professionalism

**(3) Instruction &
Assessment
Strategies**

Does your Evaluation System Develop Highly Effective Teachers?

A DEVELOPMENTAL EVALUATION FRAMEWORK

1. Identifies areas needing improvement
2. Research Based / Systematic
3. Actionable, provides specific feedback on focused skills & behaviors
4. Improves communication with use of common language
5. Develops expertise with specificity
6. Aligns with Common Core directives & goals



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NBPTS Core Propositions



Evaluation Activity

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Principals report that poorly performing teachers usually receive "Below Standard" ratings, but very few LAUSD teachers actually do.

What they say...

76%

of principals at least somewhat agree:
"Teachers who are not performing up to standards receive a 'Below Standard' rating."

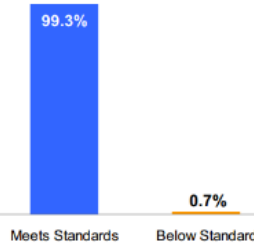
Percent of principals who report **always or frequently** assigning a "Below Standard" rating to teachers who do not meet expectations:

56% for probationary teachers

48% for tenured teachers

What they do...

Percentage of LAUSD Teachers Rated "Meets Standards" vs. "Below Standard"*



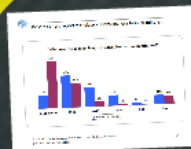
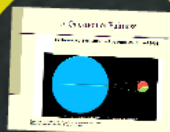
(Teachers rated "Below Standard" in Program Improvement schools: **0.9%**)

* Anonymous self-report by teachers of most recent staff.

Source: TNTP surveys, July/August 2008. Respondents: 150 LAUSD principals; 3,204 LAUSD teachers (1,699 in Pgm Improvement schools).

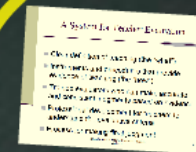
© The New Teacher Project 2009

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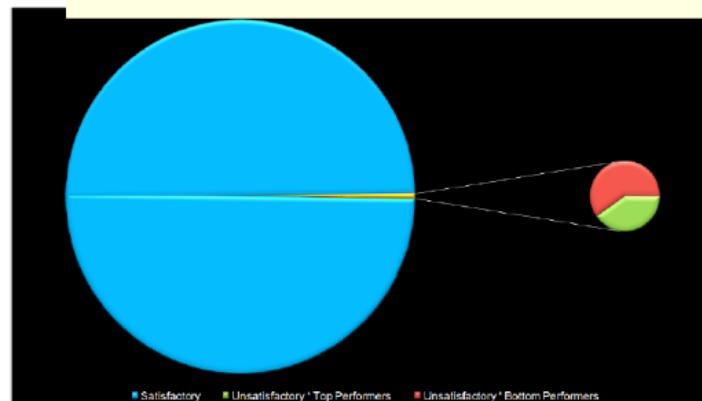
Holistic Evaluation

- Conducted throughout the year
- Administered by multiple parties: administrators, parents, students, and self



A Question of Fairness

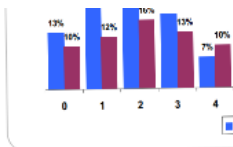
Performance Evaluation in Los Angeles Unified 2008



Teacher Hiring, Transfer and Evaluation in Los Angeles Unified School District, The New Teacher Project, November 2009



Most LAUSD evaluations are c

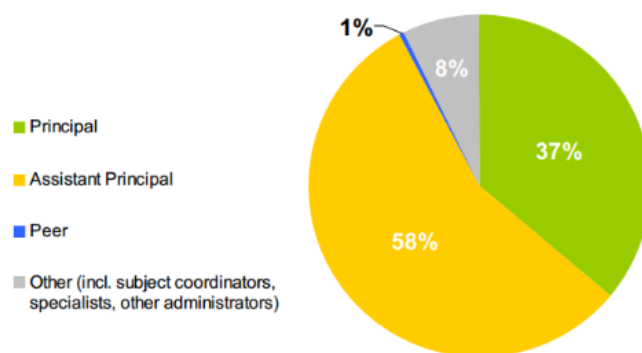


Source: TNTP survey, July/August 2008. Respondents: 2,312 LAUSD teachers.
© The New Teacher Project 2009



Most LAUSD evaluations are conducted by Assistant Principals.

"Who performed your most recent evaluation (stall)?"*

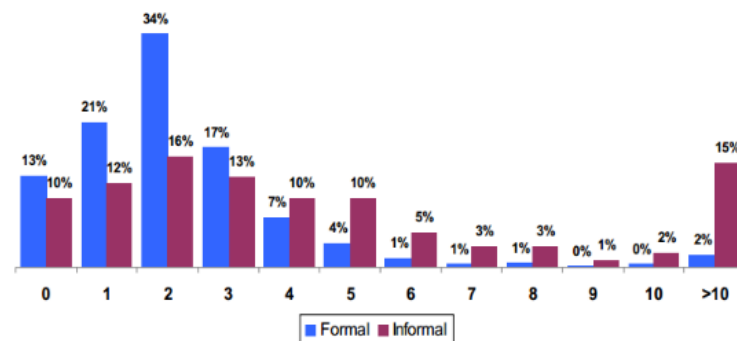


* Multiple responses possible.
Source: TNTP survey, July/August 2008. Respondents: 3,312 LAUSD teachers.
© The New Teacher Project 2009



About two-thirds of teachers report being formally observed two or fewer times as part of their most recent evaluation.

"How many times were you observed by the person who ultimately performed your most recent evaluation?"

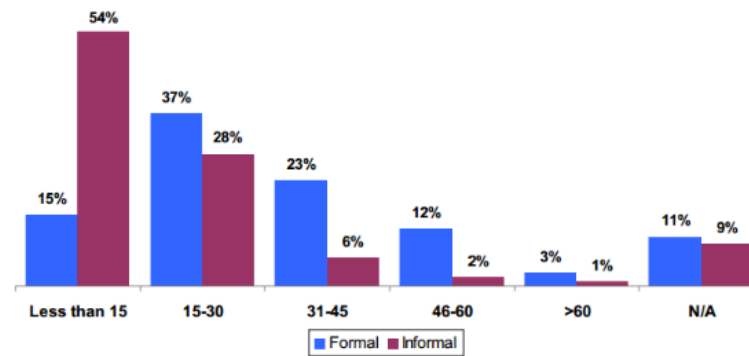


Source: TNTP survey, July/August 2008. Respondents: 2,957 LAUSD teachers.
© The New Teacher Project 2009



Most teachers report that observations last less than 30 minutes.

"What was the average length of each observation, in minutes?"



Source: TNTP survey, July/August 2008. Respondents: 2,846 LAUSD teachers.
© The New Teacher Project 2009



According to teachers, poorly performing teachers often remain in the classroom. Principals do not always non-reelect or terminate poor performers.

TEACHERS

60% of LAUSD teachers say that there are tenured teachers in their schools who **should have been dismissed** for poor performance, but have not been.

8% of LAUSD teachers say that there are tenured teachers in their schools who **should NOT have been dismissed** for poor performance, but have been.

PRINCIPALS

75% of LAUSD principals **do not always or frequently seek termination** for a poorly performing teacher who fails to improve.

44% of LAUSD principals **do not always or frequently non-reelect** a probationary teacher if the teacher has not demonstrated performance worthy of tenure at the end of his/her second year.

* Top three responses from principals surveyed.

Source: TNTP surveys, July/August 2008. Respondents: 3,034 LAUSD teachers and 146 LAUSD principals.

© The New Teacher Project 2009



Principals say that they do not initiate proceedings because they are difficult and unlikely to result in dismissal. Even non-renewed teachers often return to the system.

Top three principal responses to the question:
"If you do not always seek the initiation of dismissal proceedings for tenured teachers who are poor performers, which of the following have contributed to your reluctance to do so?"*



38% of LAUSD principals have non-renewed a poor performing teacher and then learned that the teacher had been hired by another LAUSD school.*

* In LAUSD, teachers who have been "non-renewed" through a formal process are forbidden from working in the district.
Source: TNTIP survey, July/August 2008. Respondents: 148 LAUSD principals.
© The New Teacher Project 2009

A System for Teacher Evaluation

- Clear definition of teaching (the “what”)
- Instruments and procedures that provide evidence of teaching (the “how”)
- Trained evaluators who can make accurate and consistent judgments based on evidence
- Professional development for teachers to understand the evaluative criteria
- Process for making final judgment

Making the Most of Teacher Evaluation, Charlotte
Danielson

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Holistic Evaluation

- Conducted throughout the year.
- Administered by multiple parties, i.e. students, faculty, peers, parents, administrators, and self.

Major Take Aways

Philosophies and Teacher Evaluation

Reflective evaluation is important for every professional career.

Different philosophies of education can clash. An evaluation system that recognizes the value of all philosophies is important.